South Dakota State Test of Educational Progress-Alternate

GRADES 3–8 AND 11

DAKOTA STEP-A
STATE TEST OF EDUCATIONAL PROGRESS

Directions for Administering

PEARSON

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Introduction

The Dakota STEP Alternate Assessment (*DSTEP-A*) measures the academic skills of students with significant cognitive disabilities. The assessment is based on and aligned with the South Dakota Extended Content Standards. The *DSTEP-A* assessment consists of the following components:

- Rating Forms composed of grade-specific items that are aligned with the South Dakota Extended Content Standards (two Rating Forms must be completed for each student)

- Supporting Evidence consisting of student work samples and documentation provided by the student's Special Education teacher to demonstrate the student's abilities relative to specific Rating Form items

Thoroughly review these *Directions for Administering* to ensure accurate and reliable results before beginning the assessment.

Steps for Completing the DSTEP-A *Assessment*

1. **Supporting Evidence**
   Rater 1 (Special Education teacher) identifies items from the Rating Form for which to collect Supporting Evidence (samples of student work). Rater 1 should review the Rating Form and select one item from each indicator for Reading, one item from each goal for Mathematics at grades 3 through 8 and 11, and one item from each goal for Science at grades 5, 8, and 11, for which Supporting Evidence is collected. Supporting Evidence for these items is then collected and appropriately documented on the Data Collection Form. The collection and documentation of evidence can occur throughout the testing window but must be completed prior to Rater 2's evaluation of the student.

2. **Rater 1 completes the first Rating Form.**
   Rater 1 determines the performance level for all of the items on the Rating Form based on Supporting Evidence documentation and knowledge of the student's abilities.

3. **Rater 2 completes the second Rating Form.**
   Once Rater 1 has collected and documented all Supporting Evidence and completed the first Rating Form, the second Rating Form along with the Supporting Evidence is given to Rater 2 for completion. Rater 2 determines the performance level for all of the items on the Rating Form based on Supporting Evidence documentation and knowledge of the student's abilities.

4. **Score Resolution**
   Once Rater 2 has completed and returned the second Rating Form and Supporting Evidence to Rater 1, Rater 1 reviews both Rating Forms in order to determine which, if any, items require score resolution. **Any item with Supporting Evidence that is not rated identically by both Rater 1 and Rater 2 requires score resolution.** For all other items, it is up to the discretion of Rater 1 as to whether score resolution should be conducted.

Note: The alternate Writing assessment is included within the Rating Forms at grades 5 and 7. There is a separate Writing Checklist for grade 10, but there is no requirement for Supporting Evidence. **It is not necessary to submit Supporting Evidence for the Writing items of the assessment.**

Responsibilities of the Special Education Teacher

The Special Education teacher (Rater 1) is the designated leader and coordinator for the administration of the *DSTEP-A* and is responsible for:

- Collecting and documenting Supporting Evidence (student work samples) for Reading and Mathematics at grades 3 through 8 and 11, and Science at grades 5, 8, and 11.
- Independently completing one Rating Form for each student.
- Recruiting one colleague (Rater 2) who knows and works with the student on a regular basis to independently review all Supporting Evidence documentation and complete a second Rating Form for the student. This could be another special educator, paraprofessional, general education teacher, speech/language therapist, administrator, or other qualified individual. The student's parent cannot be a rater.
- Conducting score resolution if Rating Form items with Supporting Evidence do not have identical ratings.
- Assembling, packaging, and returning materials to the test coordinator.

Evaluating More Than One Student

Special Education teachers and colleagues may need to rate more than one student in a classroom, special school, or facility. It is important to carefully evaluate each student as an individual and not to compare students with one another. Breaks are encouraged after completing the Rating Form for each student to ensure the objectivity of ratings.

Completing the Demographic Data Page

Each rater must complete the information on the Demographic Data Page found on the back cover of each Rating Form. Pre-printed student information labels, provided with *DSTEP-A* test materials, can be applied to the student information area of the Demographic Data Page. These labels should also be applied to Supporting Evidence submitted for that student.

Student Information

Provide the student's name, gender, student ID number, grade, and date of birth. Write in the student's school, district, and resident school and district if different from the school and district where the student is being tested. Provide the name of the student's Special Education teacher and the teacher's e-mail address. Indicate the student's race/ethnicity.

Rater Information

Enter the rater's name, date of completion for the Rating Form, and the position of the rater. Each rater must acknowledge his or her attendance at pretest training workshops and/or review of training materials provided on the Department of Education website at http://doe.sd.gov/oess/specialed/news/altassessment.asp.

DSTEP-A *Student Survey*

The student's Special Education teacher is to complete the student characteristics survey located on the inside back cover of each Rating Form. Only one survey needs to be completed for each student. The information gathered from this survey will in no way impact the student's score, but it will be used to analyze the overall student population participating in the alternate assessment and to plan training and professional development.

DSTEP-A Rating Forms and Grade 10 Writing Checklist

Two *DSTEP–A* Rating Forms for grades 3 through 8 and 11, as well as two Writing Checklists for grade 10, are to be completed for each student by the primary Special Education teacher (Rater 1) and a colleague (Rater 2) according to their knowledge of the student's current performance level at the time of the assessment. The intention is to ensure that the assessment results provide the most accurate possible profile of the student's achievement as observed and evaluated by education professionals across multiple settings throughout the assessment time period.

Rater 1   The student's primary Special Education teacher

Rater 2   A colleague who knows and works with the student on a regular basis, this could be another special educator, general education teacher, or other qualified individual. The student's parent cannot be a rater.

Directions for Completing the Rating Form and Grade 10 Writing Checklist

The *DSTEP-A* Rating Form measures academic skills or tasks in Reading and Mathematics, Science at grades 5, 8, and 11, and Writing at grades 5 and 7. (Writing for grade 10 is a separate form, but it is rated in the same manner.) Ratings indicate the degree to which a student is able to perform each skill. *Please rate every item,* even if some skills or activities do not seem to apply to the student or are difficult to rate.

Performance Level	Performance Description
Nonexistent	The student may be aware of or attend to the task in a highly structured setting, but he/she is currently unable to perform any part of the skill or demonstrate any knowledge and consequently unable to attempt without full physical prompting.
Minimal	The student attends to a task and can respond to some part of the knowledge and skills in at least one setting when given significant physical, verbal, visual, or other prompting. The student may take a long time to respond but will indicate some attempt, either correct or incorrect, with accuracy up to 25%.
Emerging	After instruction and/or modeling, the student's performance may be somewhat inconsistent in terms of accuracy, but he/she can respond to most or all of the task in at least one setting with moderate prompting, if necessary, with accuracy generally ranging from 25–49%.
Progressing	The student consistently performs the task in more than one setting with minimal prompting (repeat directions no more than 5 times or repeat directions in the middle of the task) with an accuracy level generally ranging from 50–79% if performed independently or 50–100% with minimal prompting.
Accomplished	The student consistently and independently performs the task across multiple settings with an accuracy level generally ranging from 80–100%.

Performance Descriptions Regarding Prompting

Raters may find the following descriptions of prompting helpful when evaluating each student's performance:

Full physical prompting ("Nonexistent" rating) requires the teacher to use "hand-over-hand" prompting throughout the entire task.

Significant prompting ("Minimal" rating) involves prompts throughout the task. The student attends to what he or she is doing by looking at the task and will attempt the task by reaching, making a verbal response, or through the use of assistive technology.

Moderate prompting ("Emerging" rating) includes touching the student's elbow to begin or continue the task; modeling may be done by the teacher or may be a model that the student follows, such as an alphabet strip used in order to alphabetize.

Minimal prompting ("Progressing" rating) includes providing verbal cues or touch cues to initiate or redirect the student.

For each content-based item on the Rating Form, each rater indicates the performance level at which the student is observed performing each task or skill.

		PERFORMANCE LEVEL					Aligned with student's IEP goals and objectives	Supporting evidence submitted
		Nonexistent	Minimal	Emerging	Progressing	Accomplished		
1.	Attends to a story or teacher-led presentation.	○	○	○	●	○	☑	☐
2.	Indicates preference for a book or story.	○	○	●	○	○	☑	☑
3.	Participates in action songs or finger plays.	○	○	●	○	○	☐	☐

☑ **Aligned with student's IEP goals and objectives** (column)
Rater 1 (Special Education teacher) must indicate whether or not each item is aligned with the student's IEP plan by checking the corresponding square in the IEP-aligned column. (Leave the square blank if the item is not a part of the student's IEP.) This does not impact the student's score. This information will be used to analyze the skills being addressed overall for this population and for professional development.

☑ **Supporting evidence submitted** (column)
Rater 1 (Special Education teacher) must indicate which item rating is supported with samples of student work (evidence). This column is applicable for grades 3 through 8 and 11 only (not applicable for Writing).

Supporting Evidence Requirements

Supporting Evidence for students in grades 3 through 8 and 11 is required and must be provided in a format that allows an independent evaluator to understand the student's performance of a particular skill identified on the Rating Form, such as:

- A work sample (a worksheet, an essay, a model, etc.).
- Annotated photographs that show the student accomplishing the entire task.
- Videos of the student with an explanation of the task.
- Audiotapes with scripts of oral tasks, etc.

Whenever possible, items that are aligned to the student's IEP should be selected for Supporting Evidence. The sample submitted should provide evidence of performance of an entire task (or as much of the task as the student accomplished). For example, if photographs are submitted, the photos should show the entire process of completing the task, not just the end product. The mode of the work sample should take into account the skill and how it is performed (e.g., on paper for written work, on videotape for visually perceptible tasks, or on audiotape for oral tasks).

Supporting Evidence must be collected for each of the following content objectives:

Reading—a total of 5 submissions, one from each of the following content indicators for students in grades 3 through 8 and 11:
1. Reading Vocabulary
2. Reading Comprehension Strategies
3. Response to Literacy
4. Reading of Diverse Works, Cultures, and Time Periods
5. Reading Informational Text

Mathematics—a total of 5 submissions, one from each of the following content goals for students in grades 3 through 8 and 11:
1. Algebra
2. Geometry
3. Measurement
4. Number Sense
5. Statistics and Probability

Science—a total of 4 or 5 submissions, one from each of the following content goals for students in grades 5, 8, and 11:
1. Nature of Science (grades 8 and 11 only)
2. Physical Science (grades 5, 8, and 11 only)
3. Life Science (grades 5 and 11 only)
4. Earth/Space Science (grades 5, 8, and 11 only)
5. Science, Technology, Environment, and Society (grades 5, 8, and 11 only)

Note: The alternate Writing assessment is included within the Rating Forms for students in grades 5 and 7 (and as a separate document at grade 10). **It is not necessary to submit Supporting Evidence for the Writing items of the assessment.**

Assessment of students with significant cognitive disabilities in kindergarten, grades 1 and 2, and grades 9 and 10 ("off grades") is not a statewide requirement but is available for districts that conduct districtwide assessment by contacting Linda Turner at SD DOE. Supporting Evidence (samples of student work) and score resolution is not required for students in off grades and will not be scored.

Data Collection Form for Supporting Evidence

Rater 1 is to complete one Data Collection Form for each submission of Supporting Evidence. This form is used to summarize and provide documentation of the student work sample and includes:

1. The content area and Rating Form item number for which the evidence is being submitted.
2. The date(s) of the assessment and number of trials.
3. The range of scores obtained.
4. The setting(s) and personnel.
5. The type of evidence submitted.
6. A narrative addressing each of the following for the Supporting Evidence:
   • Description of activity
   • Student response
   • Type and level of support (prompts/cues)
   • Frequency
   • Accuracy

Multiple copies of the Data Collection Form shown on page 10 are provided with *DSTEP-A* test materials. This form may be duplicated if additional copies are needed and is available online at http://doe.sd.gov/oess/specialed/news/altassessment.asp for those who prefer to complete the document electronically. Once completed, the form must be printed and returned with the Supporting Evidence.

Score Resolution Worksheet

Once Rater 2 has completed and returned the Supporting Evidence and second Rating Form to Rater 1, Rater 1 reviews both Rating Forms to determine which if any items require score resolution. All items with Supporting Evidence not rated identically require resolution prior to submitting the evidence to Pearson for scoring. Resolution of scores for all other items is at the discretion of Rater 1.

Raters 1 and 2 should review the ratings and Supporting Evidence in order to reach consensus on a score. Ratings should not be changed on the Rating Forms; a Score Resolution Worksheet must be completed to document the agreed-upon score.

To complete the Score Resolution Worksheet:
1. Complete the Rater 1 and Rater 2 information as well as the student information.
2. Identify the Rating Form item number(s) for which a consensus score is reached.
3. Enter the rating(s) for each item listed by Rater 1.
4. Enter the rating(s) for each item listed by Rater 2.
5. Enter the Final Resolution Rating.

Score Resolution Worksheets (as shown on page 11) are provided with assessment materials and can be copied if additional worksheets are needed.

Dakota STEP-A
Data Collection Form for Supporting Evidence

Student: _____   **Student Information Number (SIMS):** _____

Grade: _____   **School:** _____

Date: _____   **District:** _____

Content Area: _____   **Rating Form Item Number:** _____

Dates Assessed and Number of Trials: _____

_____

Range of Scores Obtained: _____

_____

Setting and Personnel: ☐ One setting (specify)   ☐ Multiple settings (specify)

_____

_____

Type of Evidence Included:

☐ Work sample   ☐ Media – photo, video, audio

☐ Data Collection Form   ☐ Other: _____

Purpose of the Task and the Expected Student Performance:

Include or attach a narrative addressing each of the following for the attached piece of evidence:

① Description of activity   ④ Frequency

② Student response   ⑤ Accuracy

③ Type and level of support (prompts/cues)

_____

_____

_____

_____

_____

_____

_____

_____

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Dakota STEP-A
Score Resolution Worksheet

Name of Rater 1 (Special Education Teacher):

Name of Rater 2:

Student Name:

Student ID#: _____ **Grade:** _____

School: _____ **School Code:** _____

District: _____ **District Code:** _____

Item Number	Rater 1 (Special Education Teacher)					Rater 2					Final Resolution Rating				
	Nonexistent	Minimal	Emerging	Progressing	Accomplished	Nonexistent	Minimal	Emerging	Progressing	Accomplished	Nonexistent	Minimal	Emerging	Progressing	Accomplished

*** This form can be photocopied if more are required.**

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Packing *DSTEP-A* Materials for Scoring

Packing DSTEP-A *Student Materials*

Special Education teachers are responsible for packaging the assessment materials (Rating Forms and Supporting Evidence) for each student. Data Collection Forms must accompany each submission of Supporting Evidence. Organize Supporting Evidence by content area (Reading, Mathematics, and/or Science), and insert work samples with Data Collection Forms attached in the content-specific envelopes provided.

Organize the materials for each student as shown in the diagram. Place the assembled materials into a larger, padded envelope (or box if necessary) and label it with the student's full name, the student's ID number, and the school name.

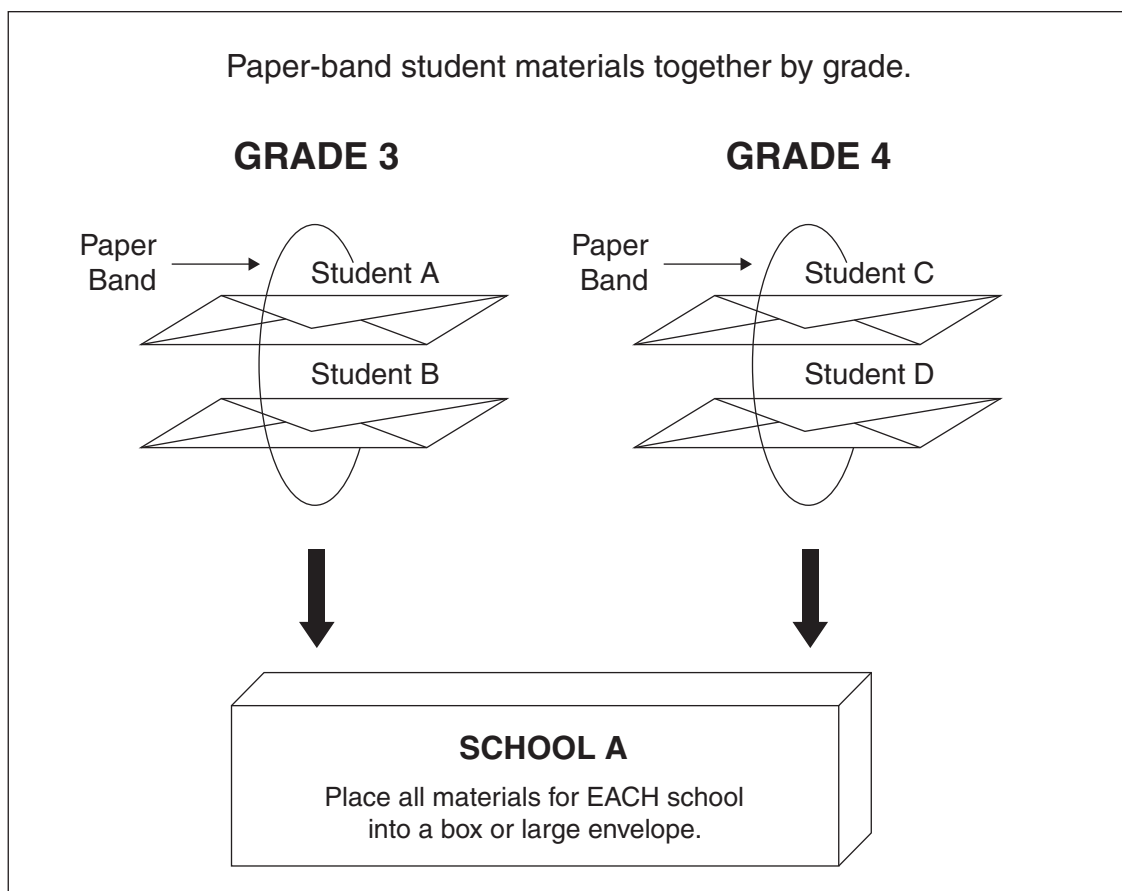**Packing Diagram for *DSTEP-A* Student Materials**
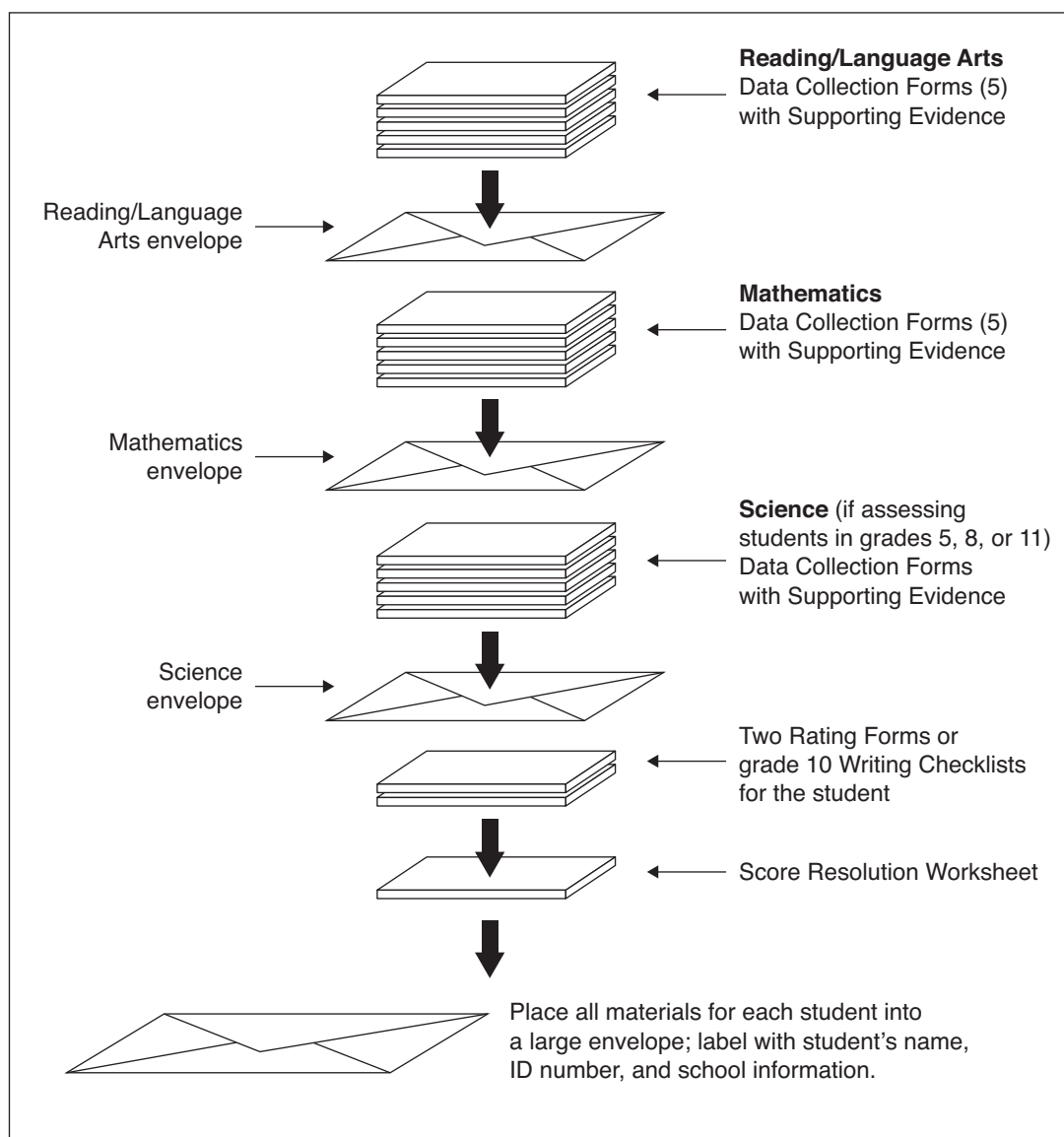
The grade 10 Writing Checklist must be returned with the scorable *DSTEP-A* materials.

Packing DSTEP-A *School Materials*

Special Education teachers/test coordinators are to group student materials by grade within each building.

Packing Diagram for *DSTEP-A* School Materials

Paper-band student materials together by grade.

GRADE 3

Paper Band → Student A

Student B

GRADE 4

Paper Band → Student C

Student D

SCHOOL A

Place all materials for EACH school
into a box or large envelope.

Packing DSTEP-A *District Materials*

Test coordinators are to organize and package all *DSTEP-A* scorable materials by school and grade. Additional information for returning scorable materials is provided within the *DSTEP-A* section of the *Test Coordinator's Handbook*.

Frequently Asked Questions

Question: *I have two paraprofessionals that work with my students. Can they complete the Rating Forms as "Rater 1" and "Rater 2"?*

Answer: The student's primary Special Education teacher must complete the Rating Form (as Rater 1) and provide Supporting Evidence documentation.

Question: *If I am not sure how to rate an item, may I leave it blank?*

Answer: Please respond to *all* items on the Rating Form. Evaluate whether you have observed the behavior or whether you are estimating or guessing about the frequency of the behavior. You may conduct a brief activity with the student if you are not able to make an independent judgment.

Question: *What if the student is not able to perform this activity by himself or herself, but needs help or assistance from another person?*

Answer: Please refer to *Performance Descriptions Regarding Prompting* on page 7 in order to select the appropriate Performance Level rating.

Question: *How should the items be selected for Supporting Evidence?*

Answer: Whenever possible, it is best to collect evidence on items that are aligned to the student's IEP, because the student has been exposed to these tasks/activities throughout the year. If this is not possible, select a challenging task that will allow the student to demonstrate his or her knowledge to the best extent possible.

Question: *What if the student is not able to complete any activities for the collection of Supporting Evidence?*

Answer: Each student needs to have an opportunity to perform the tasks/activities selected for the Supporting Evidence component of the *DSTEP-A*. Every effort should be made to provide evidence of his or her attempt through the most appropriate means (photos, videos, etc.). The narrative provided on the Data Collection Form is critical in order to demonstrate the student's exposure and opportunity to participate in each task/activity.

Question: *My student is enrolled in the 8ᵗʰ grade but performs on a kindergarten level. Can I administer the kindergarten assessment?*

Answer: You must administer the assessment for the grade in which the student is enrolled. If not, the assessment will be invalidated and the student will not receive a score.

Question: *What if I run out of materials?*

Answer: Request additional Rating Forms and packaging materials from your test coordinator. Rating Forms may not be photocopied prior to or following completion of student ratings. The Data Collection Forms and Score Resolution Worksheets may be copied and are available online at: http://doe.sd.gov/oess/specialed/news/altassessment.asp.

Question: *Who do I call if I have questions about completing the Rating Form?*

Answer: Contact Linda Turner at the South Dakota Department of Education at 605-773-6119 or linda. turner@state.sd.us.

Question: *What should I do if the student moves after I've submitted a Rating Form for him or her?*

Answer: Contact the Pearson Customer Support Center at 1-888-827-1089 if the student has moved to another school or district in South Dakota.

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